

## ABOUT THIS REPORT

Our SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Littlegreen School. It will be shown on our school website.

In the report, we explain how we meet our duties towards pupils with special educational needs and Education Health Care Plan (EHCP).

We will review this report every year and will involve pupils and parents through individual annual reviews, parents' evenings and PEPs.

This report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## THE KINDS OF SEN THAT ARE PROVIDED FOR

Our school currently provides for a range of needs, including:

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

All of our children are identified as having social, emotional or mental health difficulties within their Education Health Care Plans. The school only takes children where a local educational authority has named the school in EHCP.

## SUMMARY OF HOW THE SCHOOL MEETS THE NEEDS OF THE CHILDREN WITH SEN AND DISABILITIES.

All staff have a responsibility to meet the needs of all students. EHCPs and Statements are used by staff to draw up Individual Educational Plans (IEPs), three times a year, to ensure that needs are being met. These are reviewed by Teachers, the SENCO, Parents/Carers as well as virtual school staff and other relevant external partners. There are three Personal Education Plans (PEP) meetings a year held for Children Looked After (CLA).

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND ASSESSING PROGRESS

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

We assess and baseline each pupil's current skills and levels of attainment on entry. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

We continually assess pupils' progression. Pupil Progression Meetings are held each term with the teacher and SENCo. If a pupil is making less than expected progress then the pupil is placed on an intervention programme. This includes progress in areas other than attainment, for example, social needs.

The class teacher works with the SENCo to carry out a clear analysis of the pupil's needs. This draws on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## HOW DOES THE SCHOOL TEACH AND SUPPORT PUPILS WITH SEN?

Class size is a maximum of eight pupils. Each class is allocated a class tutor and a teaching assistant. This allows for a high level of support within the classroom and a ratio of 1:4 of adults to pupils. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils' learning needs. Work is differentiated for individual pupils.

We provide a range of interventions including:

- Rapid Read, Write and Maths
- Precision Read/Write and Maths
- Language for Thinking
- Talk About
- A Volcano in my Tummy
- Listening Comprehension
- Visual/Auditory Memory
- Speed Up!
- Margot Sutherland SEMH Series

## SUPPORTING PUPILS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD

All of our pupils take part in a transition programme when joining us from another school. This involves visits to the child's current setting and visits to Littlegreen by children who will be joining us.

When children go on to college we work closely with the setting to ensure an effective transition programme is in place. This includes Littlegreen staff accompanying children to their new setting if required.

We share information with the school, college, or other setting the pupil is moving to. We agree with parents and pupils which information will be shared as part of this process.

KS2 pupils are situated in a building that is separate to the rest of the school. KS2 pupils access the school building but this is a gradual process.

Our curriculum provides opportunities for pupils to prepare for transition between settings and phases.

## CONSULTING AND INVOLVING PUPILS AND PARENTS

At Littlegreen we encourage support from home as we believe that working together delivers the best outcomes for our pupils. We aim to ensure that this is achieved through a variety of ways including:

- Home/school diaries
- Involvement in annual reviews for EHCPs
- Regular newsletters
- Parents Evenings and annual reports
- PEPs and other externally led review meetings
- Facilitating meetings between outside agencies, school and home
- Parent Forum Meetings

In all meetings and interaction with parents/carers we aim to ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns and views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

## ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

Littlegreen provides education for both primary and secondary aged pupils based in separate learning areas of the school. The classrooms are well resourced with ICT being used effectively to support pupils' learning across the curriculum. The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. The school makes every effort to meet the learning needs of all its children. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

The school site has some areas that can be accessed by wheel chair users. Where this is an issue we work with individuals to see how we can best meet their mobility needs.

Where parents or carers do not have English as first language we commission interpretation services as necessary.

The school's access plan can be found on the [Littlegreen School website](#).

## WHAT SPECIALIST SERVICES DOES THE SCHOOL USE TO SUPPORT PUPILS AND THEIR FAMILIES?

Littlegreen School works in partnership with a range of services and agencies in order to meet the needs of our students.

- Educational Psychology
- Speech and Language and Language Therapy
- Occupational Health
- Child and Adolescent Mental Health Service
- School Nurse
- Mental Health Nurse
- National Autistic Society
- Social Care
- Beacon House

## COMPLAINTS ABOUT SEN PROVISION

Complaints about SEN provision in Littlegreen should be made to the SENCO, P. Ridgwell, in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEN

[Family Lives Support](#)

[West Sussex Parent Carer Forum](#)

[SEND IAS Formally Parent Partnership](#)

## LINKS TO FURTHER INFORMATION INCLUDING THE LOCAL OFFER

[West Sussex Local Offer](#)

[Gov.Uk SEN Support](#)